

Fort Worth Independent School District

051 Meacham Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: F



Public Presentation Date: September 9, 2024

Mission Statement

Meacham Middle School exists to create a pathway to success in college, career, and community leadership.

Vision

To be the most caring, reflective, intentional, and consistent staff while creating the highest performing middle school campus in Fort Worth.

Value Statement

Excellence

Action

Growth-mindset

Leadership

Empathy

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Comprehensive Needs Assessment

Revised/Approved: September 26, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Our needs assessment highlights several key areas of focus to ensure the continued success and growth of our campus community.

1. Attendance: Enhancing strategies to promote student attendance, including acknowledgment of perfect attendance and proactive communication with parents regarding attendance and academic performance.
2. Staff Recruitment and Retention: Developing criteria to identify individuals who align with the campus needs and vision, thereby ensuring the long-term effectiveness of our staff.
3. Professional Development: Implementing a mentor program for new teachers to bolster their pedagogical skills and foster grounded relationships within the school community.

By addressing these areas, we aim to create a supportive and engaging environment that promotes student success and staff satisfaction.

Demographics

Demographics Summary

Meacham Middle School is a true neighborhood community that serves about 673 students. Below is an approximation of our grade level breakdown.

- 6th grade 199
- 7th grade 222
- 8th Grade 252

Meacham Middle School student demographics are 92% Hispanic; 94% Economically Disadvantaged; 61% Emergent Bilingual; 12% SPED; and a mobility rate of 10%. Our feeder elementary schools are four neighboring campuses: Chavez Elementary, Diamond Hill Elementary, Helbing Elementary, and M. H. Moore Elementary. 99% of our students live nearby and therefore do not take the district school buses or use public transportation to get to school. Most of our pyramid campuses are within walking distance from our school. We have established community partnerships with Waves of Faith Church, Freedom Church, and Lancarte Real Estate.

To meet the needs of our neighborhood demographics, 18% of our teachers are Spanish speaking and 22% are ESL Certified.

Demographics Strengths

Neighborhood pride! Meacham Middle School students come from the homes of former students and as such have long-lasting ties to our community and our campus.

Over 95% of our students arrive on time to their first period class and parents are in contact with the campus. Our growing and successful programs such as Mariachi, Athletics, Band, Theater, Choir are aligned to the desires of our students, parents and community. Our growing After school programs add to the variety of opportunities available to our students. We recently added a very successful Gaming Club that has competed with other programs in the area. We have high hopes for that program to continue to grow.

We offer EOC courses in English Language Arts, Biology, Algebra I. Our Biology scores hover around 96% Meets, with 46% at Masters level. English I is 100% Meets and 10% Masters.

Our Literacy scores are most stable from our 2021 to our 2022 STAAR Scores at the approaches and meets levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Historically, our Emergent Bilingual Students have exhibited notable academic challenges as evidenced by MAP Data. **Root Cause:** Insufficient support for language acquisition in their academic setting.

Problem Statement 2: The school struggles to engage parents due to limited interaction and collaboration with the surrounding community. **Root Cause:** There is limited opportunity to engage with the school in terms of parent events, PTO/PTA, or communication with stakeholders regarding Meacham Middle School.

Problem Statement 3: Parent feedback indicates a necessity to enhance the curb appeal of our campus. **Root Cause:** The uninviting and outdated exterior, combined with a sparse lawn and uninspiring entryway, creates an unwelcoming impression.

Student Learning

Student Learning Summary

Students at Meacham continue to face challenges in achieving academic success across various subjects (Math, ELA, Science and Social Studies). Although there is observable growth, as seen in our MOY administration (MAP 23-24).

In Mathematics, 6th-grade students demonstrated a growth of 2.97, surpassing the norm of 1.87. 8th-grade students exhibited substantial growth with a rate of 6.43, exceeding the norm of 4.20.

In Reading, students achieved the most substantial growth among all FWISD Middle Schools in Learning Network 3, with an increase of 7.52 points from the beginning of the 2023-24 school year (BOY) to the middle (MOY).

Meacham Middle School anticipates strong performance on the STAAR assessments for the 2023-24 academic year, given the substantial growth demonstrated by students across various grade levels and demographics.

The growth observed in all student subpopulations, including Hispanic, English Learners, Economically Disadvantaged, and Special Education students, suggests that Meacham Middle School is well-positioned to narrow achievement gaps and achieve success on the upcoming STAAR assessments.

Student Learning Strengths

During this academic year, our school was able to fully staff our teaching positions, ensuring consistency in instruction for all our students. Across 6th, 7th, and 8th grades, we've been utilizing Lexia-Power Up to effectively address learning gaps in reading. In an effort to strategically address the needs of our high-need students and close learning gaps, we're implementing HIT tutoring. We're also working towards incorporating a universal reading strategy across the entire campus. Notably, student attendance has significantly improved compared to the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is inconsistency in the planning and in the delivery of high quality tier one instruction **Root Cause:** Teachers have varying capacity to break down TEKS into aligned learning objectives and formative assessments, resulting in inconsistent learning experiences at Meacham Middle School.

Problem Statement 2 (Prioritized): Systems for reviewing and responding to data lack consistency (data driven instruction). **Root Cause:** Lack of fidelity to the Professional Learning Communities (PLC) process, including developing formative assessments that are aligned to the standard and student data progress tracking.

Problem Statement 3 (Prioritized): Discipline-related disruptions are adversely impacting student learning outcomes. **Root Cause:** Teachers lack cultural proficiency and responsiveness, resulting in ineffective classroom management strategies or inconsistent enforcement of disciplinary policies

School Processes & Programs

School Processes & Programs Summary

We have established campus-wide systems to monitor the progress of subgroups, both by department and grade level. These systems are regularly reviewed and adjusted during scheduled intervals to optimize instructional methods and interventions. These systems include: PLC and Data Meeting Protocols, Lesson Plan Monitoring and Feedback System, Coaching Cycles, Grade Level and Content Team Coordination.

During Professional Learning Community (PLC) and data meetings, special populations, including students with disabilities, receive dedicated monitoring by departments.

Our lesson plan monitoring and feedback system ensures alignment and sequencing across all instructional materials.

Through coaching cycles, we actively contribute to teacher growth in instructional planning and practice.

Additionally, grade level and content teams collaborate to deliver consistent instruction and exchange best practices.

School Processes & Programs Strengths

During department data meetings, samples of student work for EB, SPED, on level, and Above-Level (gifted) students are reviewed. The department studies these artifacts to identify learning gaps based on student work assignments. Grade level teachers determine their next steps and either re-teach to close the learning gaps or spiral back as they move forward in the curriculum. In subsequent meetings teachers present new data from the re-teaching to show the progress. In addition, teachers share best practices and receive peer feedback as they practice and teach different components of the lesson cycle.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent internal communication to all stakeholders affects alignment in school initiatives and goals. **Root Cause:** The absence of a uniform system for relaying information resulted in stakeholders lacking a common platform, leading to inconsistencies in communication.

Problem Statement 2: Insufficient acknowledgment of accomplished students and staff members affects the cultivation of a strong learning culture. **Root Cause:** Lack of accountability among committees tasked with organizing and executing campus celebrations.

Problem Statement 3: Insufficient intervention activities for struggling students, including a lack in utilizing Multi-Tiered System of Supports (MTSS). **Root Cause:** Staff is in the implementation stage, which has resulted in insufficient resources or knowledge to effectively execute MTSS and provide necessary intervention activities for struggling students

Problem Statement 4 (Prioritized): Student tardiness and absenteeism persists, leading to disruptions in classroom learning, decreased academic performance, and challenges in maintaining a consistent and effective learning environment. **Root Cause:** Lack of an effective monitoring system or committees tasked with implementing interventions to address underlying issues

Problem Statement 5: Parent feedback indicates a necessity to enhance the curb appeal of our campus. **Root Cause:** The uninviting and outdated exterior, combined with a sparse lawn and uninspiring entryway, creates an unwelcoming impression.

Perceptions

Perceptions Summary

We encourage student attendance by recognizing those with perfect attendance, the celebrations include simple recognition via announcements, certificates, awards, gifts such as (lanyards and other items), along with campus social media recognition. We have a system in place where our teaching staff regularly monitors student attendance / grades and follow up with parents by documenting phone calls to provide support to students and families. In order to secure long term effective staff, utilizing predetermined criteria to look for individuals that match the campus needs and vision. To establish grounded relationships, we employ a mentor program for new teachers to bolster their pedagogical skills.

Perceptions Strengths

The campus has a Family Engagement Specialist who is responsible for posting evidence of student learning, student and staff celebrations, and athletic events happening on campus to social media platforms (Facebook, Twitter, and Instagram) multiple times a week. Principal and FES issue a newsletter to keep the community aware of the happenings in and around the campus. 81% of students have reported supportive relationships with adults on-campus based on the district Panorama survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent feedback indicates that parents continue to see Meacham as an unsafe place. **Root Cause:** Restricted availability of channels for community members to actively participate in positive interactions at the school.

Problem Statement 2: Parent feedback indicates a necessity to enhance the curb appeal of our campus. **Root Cause:** The uninviting and outdated exterior, combined with a sparse lawn and uninspiring entryway, creates an unwelcoming impression.

Problem Statement 3: According to parent feedback, teachers are not consistently posting grades twice a week as per policy, thereby hindering parents' ability to support their child's learning effectively. **Root Cause:** Lack of clarity or understanding among teachers regarding the importance of adhering to the grading policy, combined with a lack of accountability measures to ensure compliance.

Priority Problem Statements

Problem Statement 1: Historically, our Emergent Bilingual Students have exhibited notable academic challenges as evidenced by MAP Data.

Root Cause 1: Insufficient support for language acquisition in their academic setting.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is inconsistency in the planning and in the delivery of high quality tier one instruction

Root Cause 2: Teachers have varying capacity to break down TEKS into aligned learning objectives and formative assessments, resulting in inconsistent learning experiences at Meacham Middle School.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Systems for reviewing and responding to data lack consistency (data driven instruction).

Root Cause 3: Lack of fidelity to the Professional Learning Communities (PLC) process, including developing formative assessments that are aligned to the standard and student data progress tracking.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Discipline-related disruptions are adversely impacting student learning outcomes.

Root Cause 4: Teachers lack cultural proficiency and responsiveness, resulting in ineffective classroom management strategies or inconsistent enforcement of disciplinary policies

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Inconsistent internal communication to all stakeholders affects alignment in school initiatives and goals.

Root Cause 5: The absence of a uniform system for relaying information resulted in stakeholders lacking a common platform, leading to inconsistencies in communication.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parent feedback indicates that parents continue to see Meacham as an unsafe place.

Root Cause 6: Restricted availability of channels for community members to actively participate in positive interactions at the school.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Student tardiness and absenteeism persists, leading to disruptions in classroom learning, decreased academic performance, and challenges in maintaining a consistent and effective learning environment.

Root Cause 7: Lack of an effective monitoring system or committees tasked with implementing interventions to address underlying issues

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 27, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 56% to 65% by May 2025.

Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2025.

High Priority

Evaluation Data Sources: MAP Data, interim assessments.

Strategy 1: Continue to develop the capacity of regular program and EB 6, 7 and 8 teachers by ensuring they are effectively utilizing the curriculum framework and district approved resources to ensure alignment to the standard.

Strategy's Expected Result/Impact: Increased performance on math over time.

Staff Responsible for Monitoring: Instructional Leadership Team. including Principal, AP, Dean and ICs.

Title I:

2.4, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Retain and/or hire an instructional coach to support teachers effectively utilizing curriculum. Intended Audience: Students, teachers Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: Summer 2024 Collaborating Departments: Instructional coach supervisors Delivery Method: face to face Funding Sources: - TITLE I (211) - 211-13-6119-04N-051-30-510-000000-25F10 - \$85,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Differentiated PLCs will be used to provide Tier 1 instructional supports, student engagement, data analysis, and lesson acceleration strategies Intended Audience: Core teachers Provider / Presenter / Person Responsible: ILT/ Region 11 Date(s) / Timeframe: All year Collaborating Departments: Curriculum core Delivery Method: F2F Funding Sources: Supploes - TITLE I (211) - 211-11-6399-04N-051-30-510-000000-25F10 - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Instructional Leadership Team and Student Support Teams will ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources.

Strategy's Expected Result/Impact: Increased alignment to standard and rigor in lessons.

Staff Responsible for Monitoring: ILT- including principal, assistant principals, and instructional coaches.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase additional technology for instructional coaches and teachers to conduct walkthroughs and feedback. Intended Audience: TEachers Funding Sources: Technology for teachers/instructional coach - TITLE I (211) - 211-11-6396-04N-051-30-510-000000-25F10 - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: ILT and Teachers will conduct learning walks to observe best practices aligned to PLC each six weeks. Funding Sources: Sub for PD - TITLE I (211) - 211-11-6112-0PD-051-30-510-000000-25F10 - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Historically, our Emergent Bilingual Students have exhibited notable academic challenges as evidenced by MAP Data. Root Cause: Insufficient support for language acquisition in their academic setting.
Student Learning
Problem Statement 1: There is inconsistency in the planning and in the delivery of high quality tier one instruction Root Cause: Teachers have varying capacity to break down TEKS into aligned learning objectives and formative assessments, resulting in inconsistent learning experiences at Meacham Middle School.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 95% to 98 % by May 2025.

Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 98 % to 99 % by May 2025.

Strategy 1: Professional development for all teachers on best instructional practices for EB students during PLC and faculty meeting

Strategy's Expected Result/Impact: increased performance on TELPAS and English exams.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools





- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase program(s) to assist EB students with language acquisition and student engagement. Intended Audience: EB students/Teachers Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2024 Collaborating Departments: Bilingual Delivery Method: F2F Funding Sources: Listenwise/SummitK12/Nearpod - TITLE I (211) - 211-11-6299-04N-051-30-510-000000-25F10 - \$10,000.20	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Instructional Leadership Team and Student Support Teams will ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: All year Collaborating Departments: Core Delivery Method: F2f</p> <p>Funding Sources: Supplies/Resources for EB Students - BEA (199 PIC 25) - 199-11-6399-001-051-25-273-000000 - \$3,256</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Historically, our Emergent Bilingual Students have exhibited notable academic challenges as evidenced by MAP Data. Root Cause: Insufficient support for language acquisition in their academic setting.</p>
Student Learning
<p>Problem Statement 1: There is inconsistency in the planning and in the delivery of high quality tier one instruction Root Cause: Teachers have varying capacity to break down TEKS into aligned learning objectives and formative assessments, resulting in inconsistent learning experiences at Meacham Middle School.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 SPED students who meet or exceed projected growth on MAP Growth Mathematics from 47% to 55 % by May 2025.

Increase the percentage of SPED students from 37 % to 45 % by May 2025.

Strategy 1:) Improve the quality and alignment of Tier 1 instruction for all students through the use of the Lesson Internalization process for Carnegie, and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and reteach.

Strategy's Expected Result/Impact: Increased math scores

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1:)Lesson plans will receive weekly feedback from a member of the ILT: emphasis will be placed on ensuring alignment to tier 1 Carnegie curriculum expectations, state standards, FWISD literacy and biliteracy frameworks, and culturally responsive instructional strategies.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Weekly Collaborating Departments: ILT Delivery Method: F2F</p> <p>Funding Sources: Subs for PD - SCE (199 PIC 24) - 199-11-6112-001-051-24-273-000000- - \$4,004, Supplies for hands on math materials - SCE (199 PIC 24) - 199-11-6399-001-051-24-273-000000- - \$5,440</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers and admin will attend conference to study how school culture supports lesson alignment and student achievement.</p> <p>Intended Audience: Teachers/admin</p> <p>Date(s) / Timeframe: Fall 2024</p> <p>Funding Sources: Ron Clark Academy - TITLE I (211) - 211-31-6411-04N-051-30-510-000000-25F10 - \$1,000, Ron Clark Academy - TITLE I (211) - 211-13-6411-04N-051-30-510-000000-25F10 - \$500, Ron Clark Academy - TITLE I (211) - 211-23-6411-04N-051-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is inconsistency in the planning and in the delivery of high quality tier one instruction Root Cause: Teachers have varying capacity to break down TEKS into aligned learning objectives and formative assessments, resulting in inconsistent learning experiences at Meacham Middle School.</p> <p>Problem Statement 2: Systems for reviewing and responding to data lack consistency (data driven instruction). Root Cause: Lack of fidelity to the Professional Learning Communities (PLC) process, including developing formative assessments that are aligned to the standard and student data progress tracking.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 93 % to 96% by May 2025.

Increase the percentage of EB or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 90 % to 94 % by May 2025.

Strategy 1: Instructional Leadership Team, and Student Support Teams will collaborate with grade level teams and individual teachers to support tier 1 math struction, analyze MAP and formative assessment data, and create MTSS plans for students making limited progress

Strategy's Expected Result/Impact: Increased performance on EOY assessments

Staff Responsible for Monitoring: ILT

Title I:

2.4

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1:) PLCs will be used to provide tier 1 instruction planning support, data analysis, and lesson acceleration strategies as needed. Intended Audience: Teachers and sped teachers Date(s) / Timeframe: weekly through 2024 Collaborating Departments: SPED, Math, Delivery Method: F2F Funding Sources: Furniture - SPED (199 PIC 23) - \$5,000, General Supply - SPED (199 PIC 23) - \$4,228	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: CTE teachers will support math endeavors by assisting with math night and classroom projects. Intended Audience: CTE Students Date(s) / Timeframe: Semester 1 Delivery Method: F2F Funding Sources: CTE and Math Supplies - CTE (199 PIC 22) - \$2,321, Making Middle Schools Matter Conference - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-051-99-273-000000- - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Increase student engagement through student-centered culture programs.

Strategy's Expected Result/Impact: Increased student buy in and engagement.

TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Develop student store with incentives. Funding Sources: Incentive store - GT (199 PIC 21) - \$1,989	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Historically, our Emergent Bilingual Students have exhibited notable academic challenges as evidenced by MAP Data. Root Cause: Insufficient support for language acquisition in their academic setting.

Student Learning

Problem Statement 1: There is inconsistency in the planning and in the delivery of high quality tier one instruction **Root Cause:** Teachers have varying capacity to break down TEKS into aligned learning objectives and formative assessments, resulting in inconsistent learning experiences at Meacham Middle School.

Problem Statement 2: Systems for reviewing and responding to data lack consistency (data driven instruction). **Root Cause:** Lack of fidelity to the Professional Learning Communities (PLC) process, including developing formative assessments that are aligned to the standard and student data progress tracking.

School Processes & Programs

Problem Statement 1: Inconsistent internal communication to all stakeholders affects alignment in school initiatives and goals. **Root Cause:** The absence of a uniform system for relaying information resulted in stakeholders lacking a common platform, leading to inconsistencies in communication.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 49% to 65% by May 2025. Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 65% by May 2025.

High Priority

Evaluation Data Sources: STAAR, Map

Strategy 1: Develop standards aligned instruction and school culture focused on student outcomes.

Strategy's Expected Result/Impact: Increased practice at campus level

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Take representative team to conferences, including Ron Clark Academy, Making Middle Schools Matter, and TASSP, showcasing best practices for turn around schools.</p> <p>Intended Audience: Teacher teams and ILT</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: Throughout year</p> <p>Delivery Method: F2F</p> <p>Funding Sources: Making Middle Schools Matter/TASSP - BASIC (199 PIC 11) - 199-11-6411-XXX-051-11-273-000000- - \$5,000, Making Middle Schools Matter/Ron Clark/ TASSP - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-051-99-273-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: PLC meetings have a specific focus aligned to the district and/or campus goals.</p> <p>Intended Audience: Core Teachers Provider / Presenter / Person Responsible: Region 11/ILT Date(s) / Timeframe: Daily Collaborating Departments: Curriculum support departments Delivery Method: F2F</p> <p>Funding Sources: Purchasing of furniture and equipment for PLC Room - UNDISTRIBUTED (199 PIC 99) - 199-51-6398-XXX-051-99-273-000000- - \$4,999</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Master schedule includes at least one PLC weekly for teacher teams to meet.</p> <p>Intended Audience: Core Subjects 6-8 Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Calendared into master schedule Collaborating Departments: Curriculum and Instruction Delivery Method: F2F</p> <p>Funding Sources: Printing/Toner/Presentation materials - BASIC (199 PIC 11) - 199-11-6396-XXX-051-11-273-000000- - \$4,999</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is inconsistency in the planning and in the delivery of high quality tier one instruction Root Cause: Teachers have varying capacity to break down TEKS into aligned learning objectives and formative assessments, resulting in inconsistent learning experiences at Meacham Middle School.</p> <p>Problem Statement 2: Systems for reviewing and responding to data lack consistency (data driven instruction). Root Cause: Lack of fidelity to the Professional Learning Communities (PLC) process, including developing formative assessments that are aligned to the standard and student data progress tracking.</p> <p>Problem Statement 3: Discipline-related disruptions are adversely impacting student learning outcomes. Root Cause: Teachers lack cultural proficiency and responsiveness, resulting in ineffective classroom management strategies or inconsistent enforcement of disciplinary policies</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 22% to 45 % by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 22% to 50% by May 2025.

Strategy 1: To create a campus data-rich culture with a focus on growth for all students, teachers will be trained to use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Strategy's Expected Result/Impact: Increased alignment and assessments related to standard and student performance

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6, 4.1

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

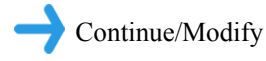
- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Master schedule includes at least one PLC weekly for teacher teams to meet, complete data analysis and develop aligned lesson plans.</p> <p>Funding Sources: Supplies for PLC - BASIC (199 PIC 11) - 199-11-6399-XXX-051-11-273-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: PLC meetings have a specific focus aligned to the district and/or campus goals.</p> <p>Funding Sources: Technology for pLC meetings - BASIC (199 PIC 11) - 199-11-6396-XXX-051-11-273-000000- - \$5,000, Supplies for PLC - BASIC (199 PIC 11) - 199-11-6399-XXX-051-11-273-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Historically, our Emergent Bilingual Students have exhibited notable academic challenges as evidenced by MAP Data. **Root Cause:** Insufficient support for language acquisition in their academic setting.

Student Learning

Problem Statement 2: Systems for reviewing and responding to data lack consistency (data driven instruction). **Root Cause:** Lack of fidelity to the Professional Learning Communities (PLC) process, including developing formative assessments that are aligned to the standard and student data progress tracking.

Problem Statement 3: Discipline-related disruptions are adversely impacting student learning outcomes. **Root Cause:** Teachers lack cultural proficiency and responsiveness, resulting in ineffective classroom management strategies or inconsistent enforcement of disciplinary policies

School Processes & Programs

Problem Statement 1: Inconsistent internal communication to all stakeholders affects alignment in school initiatives and goals. **Root Cause:** The absence of a uniform system for relaying information resulted in stakeholders lacking a common platform, leading to inconsistencies in communication.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 25% to 10 % by May 2025.

Decrease the percentage of SPED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28 % to 20% by May 2025 ad measured by EOY growth.

High Priority

Evaluation Data Sources: Attendance report cycle reports.

Strategy 1: Engage parents in data analysis of student attendance, interim data and ongoing progress monitoring.

Strategy's Expected Result/Impact: Increased attendance, student performance

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:


Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1, 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire bilingual ta to assist in training parents and completing data analysis.</p> <p>Intended Audience: parents, students</p> <p>Funding Sources: - TITLE I (211) - 211-11-6129-04N-051-30-510-000000-25F10 - \$25,779</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Complete six weeks attendance matters campaign with parents and students.</p> <p>Intended Audience: Parents/Students/</p> <p>Provider / Presenter / Person Responsible: Student Support Services</p> <p>Funding Sources: Snacks/Drinks for Parent Engagement Meetings - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-051-30-510-000000-25F10 - \$3,744</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Inconsistent internal communication to all stakeholders affects alignment in school initiatives and goals. **Root Cause:** The absence of a uniform system for relaying information resulted in stakeholders lacking a common platform, leading to inconsistencies in communication.

Problem Statement 4: Student tardiness and absenteeism persists, leading to disruptions in classroom learning, decreased academic performance, and challenges in maintaining a consistent and effective learning environment. **Root Cause:** Lack of an effective monitoring system or committees tasked with implementing interventions to address underlying issues

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Decrease the number of out of school suspensions for Hispanic Male SPED students from by May 2025 from 24% to less than 5 %.

Strategy 1: Build a culture of teaching and learning, where student successes are celebrated and stakeholders are connected to the school, community and one another through focused and intentional planning and support.

Strategy's Expected Result/Impact: Increased learning culture at school

Staff Responsible for Monitoring: Principal/SST

Title I:

4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 3 - School Processes & Programs 1

Strategy 2: Build a culture of teaching and learning, where student successes are celebrated and stakeholders are connected to the school, community and one another through focused and intentional planning and support.

Strategy's Expected Result/Impact: Increased learning culture at school

Staff Responsible for Monitoring: Principal/SST

Title I:

4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2 - School Processes & Programs 1, 4 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Train all staff in restorative practices and community building Intended Audience: Staff Provider / Presenter / Person Responsible: FWISD Restorative Practices Team Date(s) / Timeframe: Ongoing throughout 24-25 Delivery Method: F2F Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-051-99-273-000000- - \$1,321	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Intentionally create learning cadres, celebrating student's multicultural backgrounds, strengths and abilities. Intended Audience: Students and staff Delivery Method: F2F Funding Sources: Supplies and manipulatives for students - SPED (199 PIC 23) - \$1,000, Student travel for field trips - BASIC (199 PIC 11) - 199-11-6412-XXX-051-11-273-000000- - \$613	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Systems for reviewing and responding to data lack consistency (data driven instruction). Root Cause: Lack of fidelity to the Professional Learning Communities (PLC) process, including developing formative assessments that are aligned to the standard and student data progress tracking.
Problem Statement 3: Discipline-related disruptions are adversely impacting student learning outcomes. Root Cause: Teachers lack cultural proficiency and responsiveness, resulting in ineffective classroom management strategies or inconsistent enforcement of disciplinary policies
School Processes & Programs
Problem Statement 1: Inconsistent internal communication to all stakeholders affects alignment in school initiatives and goals. Root Cause: The absence of a uniform system for relaying information resulted in stakeholders lacking a common platform, leading to inconsistencies in communication.
Problem Statement 4: Student tardiness and absenteeism persists, leading to disruptions in classroom learning, decreased academic performance, and challenges in maintaining a consistent and effective learning environment. Root Cause: Lack of an effective monitoring system or committees tasked with implementing interventions to address underlying issues
Perceptions
Problem Statement 1: Parent feedback indicates that parents continue to see Meacham as an unsafe place. Root Cause: Restricted availability of channels for community members to actively participate in positive interactions at the school.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Instructional Coach	211-13-6119-04N-051-30-510-000000-25F10	\$85,000.00
1	1	1	2	Supplies	Supplies and materials for instructional use	211-11-6399-04N-051-30-510-000000-25F10	\$5,000.00
1	1	2	1	Technology for teachers/instructional coach	Technology for instructional use	211-11-6396-04N-051-30-510-000000-25F10	\$5,000.00
1	1	2	2	Sub for PD	Subs for professional development	211-11-6112-0PD-051-30-510-000000-25F10	\$5,000.00
1	2	1	1	Listenwise/SummitK12/Nearpod	Contracted instructional services	211-11-6299-04N-051-30-510-000000-25F10	\$10,000.20
2	1	1	2	Ron Clark Academy	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-051-30-510-000000-25F10	\$500.00
2	1	1	2	Ron Clark Academy	Travel for Teachers (PD)	211-13-6411-04N-051-30-510-000000-25F10	\$500.00
2	1	1	2	Ron Clark Academy	Travel for Counselor (PD)	211-31-6411-04N-051-30-510-000000-25F10	\$1,000.00
4	1	1	1		Title I Bilingual Teacher Assitant	211-11-6129-04N-051-30-510-000000-25F10	\$25,779.00
Sub-Total							\$137,779.20
Budgeted Fund Source Amount							\$137,779.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Snacks/Drinks for Parent Engagement Meetings	Snacks for parents to promote participation	211-61-6499-04L-051-30-510-000000-25F10	\$3,744.00
Sub-Total							\$3,744.00
Budgeted Fund Source Amount							\$3,744.00
+/- Difference							\$0.00

BASIC (199 PIC 11)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
3	1	1	1	Making Middle Schools Matter/TASSP	INSTRUCTION TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-051-11-273-000000-	\$5,000.00	
3	1	1	3	Printing/Toner/Presentation materials	INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-051-11-273-000000-	\$4,999.00	
3	2	1	1	Supplies for PLC	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-051-11-273-000000-	\$5,000.00	
3	2	1	2	Supplies for PLC	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-051-11-273-000000-	\$5,000.00	
3	2	1	2	Technology for pLC meetings	INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-051-11-273-000000-	\$5,000.00	
4	2	2	2	Student travel for field trips	INSTRUCTION TRAVEL - STUDENT	199-11-6412-XXX-051-11-273-000000-	\$613.00	
Sub-Total							\$25,612.00	
Budgeted Fund Source Amount							\$25,612.00	
+/- Difference							\$0.00	
GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
2	2	2	1	Incentive store	GENERAL SUPPLIES		\$1,989.00	
Sub-Total							\$1,989.00	
Budgeted Fund Source Amount							\$1,989.00	
+/- Difference							\$0.00	
CTE (199 PIC 22)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
2	2	1	2	CTE and Math Supplies	GENERAL SUPPLIES		\$2,321.00	
Sub-Total							\$2,321.00	
Budgeted Fund Source Amount							\$2,321.00	
+/- Difference							\$0.00	

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Furniture	FURN&EQUIP< 5,000		\$5,000.00
2	2	1	1	General Supply	INSTRUCTIONAL MATERIALS		\$4,228.00
4	2	2	2	Supplies and manipulatives for students	GENERAL SUPPLIES		\$1,000.00
Sub-Total							\$10,228.00
Budgeted Fund Source Amount							\$10,228.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Supplies for hands on math materials	Supplies and materials for instructional use	199-11-6399-001-051-24-273-000000-	\$5,440.00
2	1	1	1	Subs for PD	Subs for supplemental instruction	199-11-6112-001-051-24-273-000000-	\$4,004.00
Sub-Total							\$9,444.00
Budgeted Fund Source Amount							\$9,444.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Supplies/Resources for EB Students	Supplies and materials - instruction	199-11-6399-001-051-25-273-000000	\$3,256.00
Sub-Total							\$3,256.00
Budgeted Fund Source Amount							\$3,256.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	2	Making Middle Schools Matter Conference	SCHOOL LEADERSHIP TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-051-99-273-000000-	\$2,000.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Making Middle Schools Matter/Ron Clark/ TASSP	STAFF DEVELOPMENT TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-051-99-273-000000-	\$5,000.00
3	1	1	2	Purchasing of furniture and equipment for PLC Room	PLANT MAINT & OPERATION FURN&EQUIP < \$5000	199-51-6398-XXX-051-99-273-000000-	\$4,999.00
4	2	2	1		SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-051-99-273-000000-	\$1,321.00
Sub-Total							\$13,320.00
Budgeted Fund Source Amount							\$13,320.00
+/- Difference							\$0.00
Grand Total Budgeted							\$207,693.20
Grand Total Spent							\$207,693.20
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024